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ABSTRACT

This guide is intended to assist corrections administrators in the task of securing funding for vocational education programs, especially through preparing and submitting applications for grants. The main text discusses: (1) the types and general sources of funding; (2) procedures for developing proposals to obtain funding; and (3) strategies for influencing the policies of funding organizations. Approximately one-third of the document consists of appendixes that provide: (1) information on funding resources, including the names of foundations and agencies, their addresses, the names and telephone numbers of contact persons, and brief synopses of the relevant types of programs they support (appendix A); (2) a sample preliminary proposal (appendix B); (3) a list of U.S. Department of Education regional offices (appendix C); and (4) a list of the state directors of vocational education (appendix D). (KC)

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FUNDING VOCATIONAL EDUCATION IN A CORRECTIONS SETTING

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FUNDING VOCATIONAL EDUCATION

IN A CORRECTIONS SETTING

by

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TABLE OF CONTENTS

LIST OF FIGURES AND EXHIBITS v

FOREWORD vii

INTRODUCTION 1

THE WHAT AND WHERE OF FUNDING. 3

- Kinds of Available Funding. 3
- General Sources of Funding. 6
- Matching Potential Resources to Your Needs. 18

PROCEDURES FOR DEVELOPING PROPOSALS TO OBTAIN FUNDING. . 21

- Step 1. Pursue the Best Funding Source 22
- Step 2. Study the Application Guidelines 24
- Step 3. Build the Case for Your Proposed Program . 28
- Step 4. Give Evidence That You Can Do the Work . . 29
- Step 5. Write the Proposal 30
- Step 6. Review the Proposal Against the Funder's Rating Criteria 45
- What to Do If You Don't Win the Grant 49

STRATEGIES FOR INFLUENCING FUNDING POLICIES. 51

- Top-level Policymaking. 52
- Mid-level Administraters. 53
- Proposal Decision Makers. 54

APPENDIX A: RESOURCE LIST OF FUNDING ORGANIZATIONS. . . 57

APPENDIX B: SAMPLE PRELIMINARY PROPOSAL 79

APPENDIX C: U.S. DEPARTMENT OF EDUCATION REGIONAL OFFICES 83

APPENDIX D: STATE DIRECTORS OF VOCATIONAL EDUCATION . . 87

LIST OF FIGURES AND EXHIBITS

Figure

1. Time table for proposal development 35

2. Sample of a project time line 41

EXHIBIT

1. SOURCES AND CATEGORIES OF IN-KIND GIVING 6

2. SAMPLE FORM FOR PROSPECT FILE 12

3. BLANK SAMPLE FORM FOR PROSPECT FILE 13

4. WORKSHEET FOR MATCHING PROGRAM NEEDS TO POTENTIAL SUPPORT SOURCES 19

5. PRELIMINARY PROPOSAL OUTLINE 26

6. OUTLINE OF A TYPICAL PROPOSAL 37

7. SAMPLE FORMAT FOR BUDGET SUMMARY 43

FOREWORD

Among the purposes for which the National Corrections Education Consortium was formed is "assisting with the development of proposals to funding sources...[to] support corrections education initiatives for consortium members." This book is intended to assist corrections administrators in the difficult task of securing funding for vocational education programs. Frequently, extra dollars are required to provide a margin of excellence in corrections education. Usually these extra dollars are available only through grants from outside the corrections system. Winning such grants can be made easier through the use of the information in this book.

Staff of the National Center for Research in Vocational Education (NCRVE) developed the contents of this book by drawing on the wealth of resources contained in their personal files, in the NCRVE research library, and in the National Center's browsing room. Special thanks go to Constance R. Faddis, who converted this wealth of resource materials into a logical and coherent book. S. Judith Goff was responsible for accumulating most of the appendix materials. Dr. James P. Long served as project director under the supervision of Harry N. Drier, Associate Director of the Special Programs division of the National Center. The manuscript was edited by Ciritta Park of the National Center's Editorial Services and was typed by Margaret Barbee, who also provided other clerical support.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

Not long ago, corrections programs that utilized vocational education to prepare inmates for employment upon release were limited to a very few options. Funding for these options came primarily through the prison system and was generally quite small. Although in-system funding remains important, new sources of funding are needed to prepare inmates to return to the outside world and enter the world of work. In most correctional systems, better vocational preparation and guidance, with a wider range of options, can be made available only through outside funding sources.

The resources needed to develop, test, and operate such improved programs are substantial. Materials, information, equipment, and staffing for such programs are often expensive. In some cases, corrections program officers face the task of securing adequate funding to keep their current programs in operation, let alone to initiate new ones. This guidebook is designed to help corrections program officers understand, locate, and obtain financial resources for their programs, both established and envisioned.

The guidebook has two sections. The first section discusses (1) the types and general sources of funding, (2) procedures for developing proposals to obtain funding, and (3) strategies for influencing the policies of funding organizations. The second section consists of appendices that provide information on funding resources, including the names of foundations and agencies, their

addresses, the names and phone numbers of contact persons, and brief synopses of the relevant types of programs they support (see appendix A). Also provided are (1) a sample preliminary proposal (appendix B), (2) a list of U.S. Department of Educational Regional Offices (appendix C), and (3) a list of the State Directors of Vocational Education (appendix D).

THE WHAT AND WHERE OF FUNDING

Kinds of Available Funding

Depending on the type of corrections program for which you need to locate funding, you may look for several kinds of support. The types of funding you need (e.g., for equipment, staffing, instructional materials, or the like) and the institutions or agencies you plan to approach will determine what kind of proposal you will need to prepare. A number of different kinds of outside resources exist, including the following:

- Major grants
- Minigrants
- Excess property/corporate donations
- In-kind giving

Major Grants

Major grants involve large sums of money for developmental or operational efforts of considerable size and/or ambition. Most funders of major grants expect substantial, formal proposals that are fully documented, justified, and detailed. Some corrections officers find the preparation of such proposals a daunting task. In a later part of this guidebook, however, you will see that the process of preparing formal, documented proposals is not as overwhelming as it first appears. Each grantor has its own proposal guidelines and requirements, but most will resemble the proposal described in a later section. There may be other options, however, for meeting your funding needs.

Minigrants

Minigrants are modest amounts of money usually given for a particular item (e.g., a piece of equipment), a small group of related items (e.g., instructional materials), or a relatively small amount of money (e.g., to pay a curriculum developer to update an instructional module). Most funders do not expect corrections officers to spend hours and hours preparing a major proposal for such small amounts of grant money. For this reason, many funders offer minigrants for which applicants need to prepare only a brief proposal. Each institution or agency that offers minigrants has its own guidelines for preparing these abbreviated proposals. Most resemble the preliminary proposal in appendix B.

Excess Property/Corporate Donations

Many organizations--including businesses and industries--have equipment, supplies, or facilities that they no longer need. These are usually disposed of through auction, sale, or donation. In some cases, materials or equipment may end up being stored somewhere, waiting for some deserving person or group to ask for them. Some sectors have organized distribution systems for excess or obsolete equipment or materials (e.g., government surplus), but most do not.

To find out whether materials or equipment that you need may be available as donations, you will need to make inquiries of organizations that produce or use the items you need. Quite a few companies regularly give away some of their products to persons or groups they believe are worthy and appropriate recipients in their

community. A good strategy is to approach the public relations department of a company. The public relations staff can usually tell you whom to contact. Generally, you will not need to prepare a proposal to receive these kinds of donations, though occasionally some companies will require a brief proposal akin to a minigrant request.

In-kind Giving

Many persons, groups, or companies donate their services or expertise to worthy programs at no cost. There are many categories of in-kind giving, but it usually means the release of staff from their obligations to provide a service. For example, an electronics firm may release one of its engineers or instructors to teach an electronics course at a prison twice a week, or companies may release staff to help plan and operate a guidance and placement office at the prison.

In-kind giving is usually arranged through direct contact with the company staff person who has the authority to provide the service. A formal proposal is seldom required. You may wish to consider seeing whether this approach will meet your needs, before you consider other funding avenues, because in-kind giving usually avoids the preparation of proposals.

Exhibit 1 briefly outlines the sources and categories of in-kind giving. Your local telephone directory (yellow pages) is one of the best sources of information on potential providers of in-kind giving for your specific needs.

EXHIBIT 1

SOURCES AND CATEGORIES OF IN-KIND GIVING

Categories	Sources
Supplies and materials	Companies that produce or sell the supplies or materials you need
Equipment	Companies that produce or sell the equipment you need; companies that use the equipment you need and that may have some they no longer require.
People (time)	
General	Social service organizations, clubs, and businesses
Experts (technical assistance)	Companies or educational institutions whose employees have the needed expertise

General Sources of Funding

If you were planning to take a cruise, you would first need to know about the kinds of cruises available, where they go, what features they offer, and their costs. Before choosing, you would also consider whether the cruises matched your vacation plans and resources. When seeking funding for your corrections programs, you need to follow a similar strategy. There are many sources of funding, each with its own objectives, funding targets and priorities, requirements and procedures, and accessibility.

Before you begin to look for funding, you need to know about the available sources and find the best match with your program

needs. Meeting all your needs may require funding from more than one source. Your should begin by considering four major sources for funding: the federal government, state government, local sources, and foundations.

Federal Funding

The federal government provides funding for corrections programs through subsections of a great variety of legislation. The standard federal sources for funding vocational corrections programs are the vocational education state allocations. Three major pieces of federal legislation affecting vocational programs in this way are the **Carl D. Perkins Vocational Education Act** of 1984 (P.L. 98-524), the **Job Training Partnership Act** (JTPA) of 1982 (P.L. 97-300), and the **Targeted Jobs Tax Credit Act** (TJTC).

The **Perkins Act** suggests many uses for federal funds, but leaves the specific decisions to the states. The Perkins Act provides funding for specific groups--including criminal offenders in institutions (see sections 201 and 402 of the Act)--whose vocational needs are deemed critical. The Perkins Act does not provide funds for maintaining existing vocational programs; instead, it directs funding toward areas of greatest need. Your state division of vocational education oversees the distribution of Perkins Act funds.

JTPA replaces the old Comprehensive Education and Training Act (CETA). Its purpose is to facilitate coordination between employers and trainers involved in providing training to those who need it; this includes providing for offenders in corrections

vocational programs (see section 123 of the Act). JTPA divides each state into service delivery areas (SDAs), and each SDA has its own private industry council (PIC) that is responsible for the local programs. It is the PIC that plans and oversees JTPA funding in its locale. JTPA funds must be spent on job training. In addition, each state is required to set aside 8 percent of its JTPA monies to be used as state officials deem appropriate, again within a job training effort. Your local PIC and your state governor's office are sources of information about JPTA funding.

The TJTC is a program of the U.S. Department of Labor. An elective income tax credit, it can be applied to the wages that companies pay to targeted groups. These include ex-offenders (felons) who are economically disadvantaged and who are hired no later than 5 years after release from prison or date of conviction, whichever is more recent.

Other potential sources of federal funding may be found through the following federal programs:

- ACTION
- Fund for the Improvement of Postsecondary Education (FIPSE)
- Bilingual Education Act (P.L. 89-10), Title VII, as amended (P.L. 90-247, 93-380, 94-273)
- Education Consolidation and Improvement Act of 1981, Chapter 1 and Chapter 2
- Women's Education Equity Act
- Indian Education Act
- The Library Services and Construction Act (originally P.L. 88-269, often amended since; see specifically sections 102 and 111 of the Act)

- Office of Special Education and Rehabilitative Services
- Vocational Rehabilitative Services
- Community Services Block Grants, U.S. Department of Health and Human Services
- National Institute of Corrections (NIC)
- National Institute of Education (NIE)

Most public libraries have bound copies of the Federal Laws--United States Statutes at Large, which contain the text of the acts and the programs and funding they establish. The United States Code lists all federal laws by subject area. The initial two-digit number of an act specifies which Congress passed the law (e.g., the 99th Congress met in 1985-86). The two-digit numbers proceed backwards from there by 2-year blocks in which U.S. Representatives are elected. The numbers following the two-digit Congressional number give the order of the law's passage by Congress.

The Federal Register publishes current information on the regulations and procedures related to laws. However, for complete information on the amounts and kinds of funding available and the guidelines for preparing proposals for federal funds, you should contact your regional office of the U.S. Department of Education or other pertinent agencies.

State Funding

As mentioned earlier, each state distributes some federally appropriated funds for corrections vocational programs. Each state has its own mechanism--most often the state department of education and/or division of vocational education--for setting

policies and guidelines for state educational services and for distributing the state's portion of federal monies. You will need to find precisely through which state department or bureau the federal funds for corrections vocational programs are disbursed.

A good approach is to contact your state department of education directly. It is usually helpful to start with the state director of vocational education. A state director or officer of education in corrections is another good source of information. Yet other avenues for finding out about state funding for your programs are your state legislators, the clerk of any body of the legislature, or the chairperson or clerk of the state legislature's education committee. These persons should be able to give you information about pending legislation, budgetary allocations, recent changes in both, and names of persons who can advise you in preparing applications for state funding.

Every state has its own unique funding patterns and processes, and discovering these can be difficult for newcomers. One way to circumvent an unnecessarily arduous learning process is to find a person who has had direct experience in the funding applications processes for corrections programs. Corrections officers in other institutions in your state may be the best people to help you.

Local Funding Sources

Often the easiest way to get support or donations for your programs is to contact individuals and groups in your own area who are in positions to understand your needs and help you with them.

Of course, the more your program promises to achieve--for offenders and for the community--the more responsive you can expect persons or organizations in the community to be.

Local resources are particularly good for meeting program needs or activities that are modest in cost (e.g., new books for the prison library, microcomputers for vocational courses) or that require some cooperation from the community (e.g., speakers. tours, cooperative education opportunities for offenders, and so forth). The assistance that local individuals or companies give your program will usually be tax-deductible. Be sure to remind potential supporters of this incentive.

An excellent strategy for working with your community is to develop your own prospect file. In the file, keep records of all local individuals or groups that could be helpful, the types of resources they may be willing to offer, the names and telephone numbers of any contact persons, and memos of all interactions with them. Exhibits 2 and 3 show examples of the kinds of forms that you might create to keep the record keeping simple but complete. Although it will take time and effort to create a local prospect file, it will prove its worth in the long run.

The following paragraphs discuss the advantages and possibilities of working with a variety of community organizations to find support--financial and otherwise--for your corrections programs.

Local business and industry. Many local companies may seem reluctant, at first, to support corrections programs, but a

EXHIBIT 2

SAMPLE FORM FOR PROSPECT FILE

Organization: Helios Laser Printers, Inc.

Address: 1000 Front St.
Suite B
Anytown, USA 00000

Phone(s): (999)-555-0000

Contact Person(s): Jane Doe, Public Relations Director

Funding Possibilities:

Type	Amts. Available	Dates
Cash grants	Up to $3,000	Application due Mar. 15
Materials (computer printer supplies)	?--make a formal request	Any time
Equipment (laser printers, used furniture)	Make a formal request	Any time
In-kind (loaned company trainers to teach repair of Helios equipment)	Up to 200 trainer hours per year	July 1

Contacts Made:

Date	Time	Whom Contacted	Information/Outcome
1/6/86	9:45am	Jane Doe	Positive interest in support--see notes above
2/12/86	2:00pm	Jane Doe	Discussed grant proposal--interest is positive--make proposal informal but direct

EXHIBIT 3

BLANK SAMPLE FORM FOR PROSPECT FILE

Organization:

Address:

Phone(s):

Contact Persons(s):

Funding Possibilities:

Type	Amts. Available	Dates

Contacts Made:

Date	Time	Whom Contacted	Information/Outcome

little "selling" of the value of effective vocational programs for ex-offenders will usually open these doors. It is always in the interest of the community--and business and industry in particular--to help ex-offenders become fully participating, tax-paying members of society. Companies are particularly good resources for the following kinds of contributions to corrections programs:

- Direct grants of money to support specific aspects of programs or to make specific purchases of equipment or materials
- Gifts of training materials or equipment, especially those related to training for occupations with that particular business or industry
- Gifts of specific products or equipment produced by the company or purchased by it but no longer used (e.g., books from a bookstore, projectors or videotape recorders from a company that makes them, used office or shop furniture or equipment, and so forth)
- Opportunities for cooperative education positions, internships, or tours for inmates training in occupations related to the work of the company
- Time for employers, employees, or training staff to make presentations or donate work time to assisting corrections programs in some relevant capacity
- Facilities or space for training, guidance, or other vocation-related programs for offenders outside of prison facilities (e.g., for a job fair)
- Supportive influence with other potential funding sources

Many companies have a staff person or department devoted to its public relations. This department also usually handles the company's public service. A phone call to the company switchboard operator will generally get you the name of the person in charge of public relations.

Most communities have local public service organizations, and many companies are part of them. Examples are the local chamber of commerce, the junior chamber of commerce, or other business associations. These organizations can often be persuaded to support corrections programs, especially if you can convince the members that your programs will help produce better, more trustworthy employees and citizens for the community.

Labor unions. Labor unions sometimes take an interest in corrections programs. Most unions devote some portion of their funds and efforts to training activities, and many have an education committee or unit. Personal time and financial resources may be available through these groups. Many unions will donate speakers' time to provide information about the role of labor unions in the work world and in the local economy. This kind of information may be of particular importance to offenders in your programs interested in training for occupations that are highly unionized in your area.

A good way to contact labor unions is to contact the state labor council (its offices are usually in the state capital). You may also wish to contact union locals for contacts and information on the types of assistance that they, or their state or national organizations, may be interested in providing.

Local charitable, civic, and social service groups. You may already be in contact with a number of charitable or other social service groups or agencies in your community. Many of these groups focus part of their activities on supporting corrections

programs. Most are involved in fund raising for at least some of their projects. These groups are often the best resources for volunteers, for low-cost supplies or equipment, and for assistance in making contacts with other organizations that may be willing to make cooperative education or other training assistance available. Private organizations that are involved in employment training or job placement are prime resources for vocational corrections programs.

Local fund-raising efforts. With the permission of the appropriate authorities, it may be possible to conduct your own fund-raising activities. This will probably involve collaboration with some other local organizations or agencies. Traditional fund raisers are raffles, bake sales, car washes, magazine subscription sales, candy sales, or walkathons. The success of these kinds of activities often depends on the quality and quantity of publicity you can raise for both your vocational corrections program and your fund-raising activity or event. These kinds of activities can be used to meet very modest program goals; they usually do not bring in large amounts of money suitable to support entire programs or make large purchases.

Foundations

The number of foundations, and their assets, increase every year as growing corporate wealth makes these tax shelters more attractive. By law, foundations must give away a certain proportion of their assets every year in order to maintain their tax-exempt status. Foundations provide a relatively small amount

of education's overall support, when compared to government funding, but educational and corrections programs that are feeling a fiscal pinch in public support are increasingly turning to foundations for additional assistance.

Foundation assets range from a few thousand dollars to several billion dollars. Only a few foundations will consider any type of proposal. Most have particular target areas of interest, and therefore their funding criteria vary. Foundations also vary in the amount of grant money they will give to any one project, the type of project they will fund, the locations of projects they will consider, and the duration of the projects they will fund. Some will only consider applications from certain kinds of institutions or organizations. Many are quite specific about the kinds of projects they will fund.

The Foundation Directory, available at most libraries, gives complete information on foundations (organized by state). Each entry gives names and addresses, sources of funds, purpose and activities of the foundation, financial data (including numbers and size of grants), names of officers, a contact person, and information on grant application procedures. An index lists foundations by areas of interest and whether the foundation targets a particular region or gives on a national basis.

SENSE, Inc., conducts computerized searches of foundations (for a fee). Such searches can produce a listing for you of all grants in corrections given over any period of time. The searches can also produce The Foundation Directory information on the

identified foundations. If you are interested in conducting a computerized search of foundations, contact--

SENSE, Inc.
The Investment Building, Suite 1033
1511 K Street, NW, Washington, DC 20005
(202) 628-1151

State or community-based foundations are usually better sources for small local projects than are the large, national foundations. The larger foundations prefer to fund programs with national rather than local impact.

If your program needs equipment (e.g., microcomputers, video equipment, shop equipment, and the like), you may be successful if you contact foundations established by the manufacturers of that equipment. Often, grants from such foundations can take the form of the equipment you need.

The second section of this report (the appendices) provides information on some of the more notable foundations that fund corrections programs.

Matching Potential Resources to Your Needs

Now that you have a grasp of the range of potential program support resources available, it may be useful to analyze and make a list of the needs of your correction program(s). Then try to match these needs with possible support resources. Exhibit 4 offers a worksheet that you may find useful for this purpose. You may also wish to use the worksheet to help you pinpoint a few critical needs on which to focus while you work through the next part of this guidebook, Procedures for Developing Proposals to Obtain Funding.

EXHIBIT 4

WORKSHEET FOR MATCHING PROGRAM
NEEDS TO POTENTIAL SUPPORT SOURCES

1. Review your program needs and rate them according to their importance. Then match the needs to the potential support sources that may fund them:

Potential Support Sources	Program Needs They May Fill
• Existing Budget	
• Federal Funds (specify the appropriate Act or program).	
• State Funds (specify) . .	
• Local Funds (specify) . .	
• Own Fund-raising Efforts (specify)	
• Foundations (specify) . .	

2. Consider the list you have just prepared. Now pick out the most important needs for your program (for now, limit them to the top three) and match them to the funding source most likely to give you the support you need for them:

Critical Program Need	Most Likely Funding Source
A.	
B.	
C.	

PROCEDURES FOR DEVELOPING PROPOSALS TO OBTAIN FUNDING

All organizations or individuals who offer funding or other support for projects have some kind of guidelines for expenditure. Some have very specific target groups or categories of activities that they will fund. Others have less well-defined ideas about the kinds of target groups or activities they will fund. When you apply to any source for any kind of funding, you must accomplish two things:

- You have to convince the funders that what you propose to do with their money, time, or other resources meets all of their criteria for giving.
- You have to show that the program you propose will successfully achieve what you say it will achieve, with some visible (and preferably measurable) results.

Preparing a successful proposal or other appeal for funding depends on good planning and effective writing. This does not mean that you have to be a journalist or have a degree in English to develop an effective proposal. But it does mean that you must first think out your strategies for both your program and your proposal. Following certain steps--steps learned by every other successful proposal developer--will make these tasks much easier:

1. Identify and pursue the best funding source for your needs.
2. Familiarize yourself with the application guidelines.
3. Build the case for your proposal.
4. Give evidence that you can do what you say you will.
5. Prepare the proposal.
6. Review your proposal to ensure that it meets the funder's rating criteria before you send it in.

Step 1. Pursue the Best Funding Source

There may be many avenues open to you to obtain funding for your vocational education program. Sometimes there is no "best one" source. So it is important to gather as much information as possible about the potential funding sources in order to minimize guesswork when you choose the one upon which you will focus your time and efforts. Often, this will mean spending as much time learning about the funding sources as you will spend on preparing your proposal. This time will be well spent, however.

You should be able to collect a considerable amount of information about federal, state, and local funding sources through library work and brief telephone queries with various contacts. But when you begin to narrow down the field of possible funding sources, it is usually necessary to go directly to those who are responsible for expenditure of the funds to obtain the most reliable and comprehensive information.

Information about foundations that you locate in The Foundation Directory is not always up to date with the organizations' most recent philanthropic emphasis. Even when it is up to date, the focus listed is often subject to interpretation. Therefore, it is vital that you contact the organizations directly once you have identified a group of likely donors.

Regardless of the kind of organization you approach, there is no substitute for personal contacts. Persons in responsible positions in a funding organization will be able to tell you quickly whether or not your proposed program matches the

organization's focus and requirements. If your program is appropriate, they will encourage you to apply for funding or donations. If your program is not appropriate, they will be frank in telling you so. In this way, you can ensure that you do not waste your valuable time--or that of the funding body's staff--by developing a proposal that could not be accepted.

When evaluating potential resources, here are some of the things you need to consider:

- What are the one-time expenses or needs of your program? What are the continuing expenses or needs?
- Can your needs be met through one discrete grant or donation, or do you have several diverse needs that would be more readily met by several grants or donations, perhaps from different funding sources?
- What is the total cost of meeting your program need(s)?
- Are there items in your program that clearly appeal to a particular funding source? For example, the donation of books relevant to your program would be excellent publicity for a local bookstore.
- Would it be appropriate to approach several funding sources, using the support of one to encourage support from others?
- Would it be practical to go after funding or donations in phases, so that a small initial grant could be used to give your program enough credibility to pursue the additional needed funds or donations later?

A good rule of thumb to keep in mind is that smaller needs are usually met most readily by local sources. Also, be sure to link continuing costs to budgetary sources that are ongoing and reliable. Sizable needs are best met when the proposal closely matches the focus and requirements of the funding organization or the federal or state law. You may find that many funding bodies

are especially interested in proposals for innovative programs that could be used as models of practice for other prisons or institutions.

Step 2. Study the Application Guidelines

The Federal Register is a government publication that provides all of the rules, regulations, and procedures that are used to implement federal laws. It is available in most large libraries. Each federal program that is established is administered by a federal agency, state board, or other specific group that has its own procedures and requirements. For instance, most federal money for vocational education (e.g., from the Perkins Act) goes to the individual state departments of education or vocational education for decisions about disbursement.

State agencies have their own guidelines, procedures, and evaluation criteria for funding. Private foundations and local, private sector organizations also have their own grant requirements; these may be very informal or just as formal as those of government agencies. You need to be aware that, in all of these cases, the funding decisions are made by people whose personal criteria and preferences may not be clear from printed guidelines.

The more personal contact you have with the people making the funding decisions, the better your chances of preparing a winning proposal that meets all of the requirements--both stated and implicit--of the funding body. In addition, personal contact will

help you convince the decision makers that you are a serious, experienced professional who will spend their funds responsibly.

What to Ask the Funder

The first thing to do is to identify the appropriate person at the funding organization with whom to talk. You may not accomplish this with only one phone call. It is usually more effective to start with the office of the person at the top. It is wise to use the telephone and, if possible, make an appointment to meet with funders in person, because a written letter too often ends up being ignored.

When you make contact with the appropriate person at the funding organization, you should begin by presenting concise and direct information about yourself and your proposed program. It is a good idea to write out this information ahead of time. If you are making contact by telephone, a few reference notes will probably do. If you are making contact in person, however, it is advisable to have a one- or two-page typed outline--a preliminary proposal or precis--to leave behind with the organization representative.

Exhibit 5 gives an example of a preliminary proposal outline. Appendix B shows a sample of a completed preliminary proposal of this sort. At the very least, your statement should tell the other person the following:

EXHIBIT 5

PRELIMINARY PROPOSAL OUTLINE

Project Title:

Project Director:

Institutional Affiliation:

Address and Phone Number:

Project Goal: (brief description of your institution's mission and what this proposal will accomplish)

Funding: (list your specific requests and costs for each, as below:)

- **Personnel**
- **Equipment**
- **Supplies**
- **Travel**
- **Rent**
- **Utilities**
- **Miscellaneous**

Time Line: (proposed starting date, dates of specific events, date of expected completion)

Means of Program Evaluation:

- Who you are and what institution you represent
- Why you are looking for funding or donation(s)
- What you propose to do with the money or donation
- How much or what, precisely, you will need

Once you have introduced yourself and acquainted the funding organization representative with your needs, you may find it valuable to ask the following kinds of questions:

- Is this proposal within the funding organization's guidelines? Is the funding level appropriate? (There is no point applying if there is no chance of funding.)
- Does the organization provide partial funding for proposals? (It may be better to get two organizations, each of which is willing to fund half of your program, than to apply only to organizations that fund all or nothing.)
- Does the funding organization officer have any suggestions for ways to make your proposal more competitive or attractive? (This lets you find out more about the funding criteria without asking directly.)
- Would the organization share with you a list of previous recipients and copies of their proposals?
- Whom should you contact in the organization for further information or assistance?
- What are the proposal deadlines? (This lets you find out if the organization makes rolling decisions, where early submission is desirable.)

In addition to contacting the funding organizations directly, there are other avenues you can pursue to learn more about the organizations' funding guidelines and practices. Here are three of them:

- Find out who are previous applicants to a particular organization and then contact them. Contact not only the winners, but also those who did not obtain funding. Ask them about their proposals and get copies if you can. You can learn as much from the proposals that were not funded as you can from those that were.

- Identify professional proposal writers and readers within federal, state, and local communities, and ask them about dealings they may have had with the pertinent funding organizations. People who write or read funding proposals on a regular basis usually have a wealth of information, even if their targeted funding organizations are different from those of interest to you.

- Talk to insiders in the funding organization, in addition to the officer you contacted for direct information. Members of charitable bodies, school boards, state representatives and their staff, U.S. Representatives and senators and their staff, and others often have important information or insights, and may be willing to make it their business to help you.

Step 3. Build the Case for Your Proposed Program

A good proposal must not only be well written and meet all of the funding body's criteria, it must also document that the proposed project will meet a real need in specific, timely ways. Here are some suggestions for building a good case for funding your corrections vocational education program:

- Write out the objectives of your program, that is, what you expect it to achieve, in specific terms. The objectives should make clear the outcomes that you hope to achieve. The objectives should be realistic but also reflect a level of idealism.

- Identify the socially significant issues that your program will address (e.g., decreased recidivism, increased and improved employment of ex-offenders, etc.).

- Design a precise model of how your program will operate, including inmate/staff ratio, specific resources to be used, frequency and type of activities, and so forth.

- Compare your new model with the program(s) you currently have in operation.

- Develop a list of your needs (you may already have done this if you developed a short, preliminary proposal).

- Reconsider all of your current funding resources in order to see whether any or all of your proposed program needs could come from these sources. If such funding is not possible or likely, this adds to your case for asking for outside funding.

- Divide your list of program needs into one-time purchases versus continuing needs.

- Develop a rationale and outline for your proposal based on the new program model, objectives, list of needs, and funding restrictions.

Step 4. Give Evidence That You Can Do the Work

Nearly every funding organization requires assurances that the funds or donations it disburses will be spent wisely. These assurances should become part of your formal proposal. Here are some ideas for use in your proposals to ensure that the decision makers have confidence in your ability to perform the work that you propose:

- Gather and organize data showing that your institution has a history of making the best of the resources at hand. Keep in mind that funding applicants who give the impression that they are unable to do anything worthwhile until they are handed certain monies or donations are seen as very risky recipients of investments.

- Provide information about how you have used other outside grants or resources well in the past. Data from previous projects or programs that received outside funding are most helpful here.

- Describe the regular resources that you have at your disposal to support the proposed project and other relevant programs you have conducted. These can include relationships you have with community employers, libraries, outside educational institutions, and other community resources.

- Obtain the endorsement of others whose influence or willingness to cooperate with your program can help prove that you have a strong base of support (moral, if nothing else) for the work you propose. These can include local civic leaders, outside educators, local employers, local unemployment office directors, welfare directors, local law enforcement agencies, and the like.

Step 5. Write the Proposal

If you have adequately completed Steps 1-4, you will find that most of your proposal will be easy to write. Here are some guidelines for preparing the written proposal:

- Be sure to use the format that the funder expects or prefers (see Step 2). If you have copies of successful proposals from earlier applicants, follow the format they used whenever you are in doubt.
- Put your objectives in clear, concise written form (see Step 3). Objectives are the measurable results that you expect to achieve through the proposed program.
- Devote a section of the proposal to providing evidence that the funding will help you achieve your program objectives (see Step 4). If the funder's format for proposals does not specifically call for a section on assurances, refer to the assurances briefly in the main text and include the assurances section as an appendix.
- Prepare a detailed budget.
- Delineate your exact timeline, as much as possible, for all project activities and the completion of milestones of the program.
- Explain the roles and time schedules of all key staff persons involved in the program.
- Write as clearly and concisely as you can. It is usually easier to read a proposal when the language is more conversational than formal. Sentences should be simple and direct, and paragraphs should be relatively short. Avoid the use of jargon unless it is likely to be known by people outside of your field of expertise.

One of the best ways to write a proposal is to imagine that you are in the position of the people who will have to read it and decide whether to fund it. For instance, is this program something that will be worth spending your money on? Is it written in a way--both in content and style--that impresses you or turns you off? What things in it would make you feel confident

that the people who want the funding will actually spend it wisely?

Every funding organization has people who make these kinds of decisions. And they make decisions based on their own values and expectations, as well as those of the funding agency. Even so, there are certain common qualities about proposals that most of these decision makers agree can make or break a proposal. Here are some hints about these common qualities:

- Proposals that use a lot of obscure language and convoluted writing do not impress decision makers. Good proposals are clear, concise, and understandable to laypersons as well as experts in a field.

- The concept underlying a good proposal can be stated in one sentence. A proposal that approaches a problem from 20 different angles may show how creative and idealistic you are, but more likely it will look like your idea lacks focus and may be a risky investment.

- Proposals full of "ifs" and "buts" and "maybes" broadcast self-doubt. A good proposal exudes confidence in its worthiness and in your ability to do everything you propose to do.

- Proposals need to paint a clear picture of the program and its specific circumstances. Do not expect the people reading the proposal to read your mind. You have to tell them, clearly and directly, why the things that you propose are needed.

- Data, especially in the form of numbers and graphs, help make a good case. These data should be well documented and should present your needs, timetables, specific evaluation plans, and so forth. Presenting numerical or graphic data help show that you are organized and thorough.

- Good proposals show the readers that the outcomes to be achieved will be of value to more than one group. Whenever possible, insert evidence that your program is well thought of and supported by others, especially persons or organizations outside your institution. Examples of this evidence include the following:

- Letters of support from those involved in or affected by your program

- Evidence of the support of outside volunteers

- Evidence of in-kind contributions of equipment, supplies, staff, and the like from local businesses, civic organizations, and so forth

- Evidence of support from other sources (e.g., local charity, special budgetary concessions from within your systems, etc.)

- Evidence that your program or related programs are growing, and so are their needs and value.

- An effective proposal convinces the funders that the needs are real. A good way to do this is to include evidence that your clients are being underserved, that other or earlier programs have been inadequate, that facilities or equipment are inadequate or outmoded, demands are growing, and so forth.

- Good proposals make the funders feel that their charitable activities are genuinely needed. It is important to impress on them that you have already gotten as much support as you can, that you have made effective use of the resources you have at hand, and that you are doing a good job of supporting your current program(s)--but that you have needs that you simply cannot meet without the funders' help.

- Good proposals do not ask for funds for programs that should be getting regular funding from within your system; nor do they ask for money to conduct a program that has been tried and proven inadequate by others. Funders look for innovative but reasonable projects that deal creatively with real issues.

- Where practical, try to include some sincere form of recognition of the funder. For example, corporate foundations or individual philanthropists often like having a facility named after them, a plaque noting their donation, invitations to see the program in progress, invitations to testimonial affairs or program-related ceremonies, and publicity in newspapers or television newscasts of their philanthropy. These strategies are traditional ways of getting people into the mood for giving.

It is helpful to know, when seeking funding, that sometimes the decisions are made informally, before or independent of

receipt of the proposal. Funders are more likely to give money or donations to people they know and trust than to persons or groups with whom they have had no previous interactions, regardless of how good a proposal from an unknown may be. No proposal can say everything, and funders may rely on personal contacts, respect, and trust to fill in the gaps. So again, be aware that you need to get to know the funders personally, if at all possible, because funding is a "people" business.

A Checklist for Developing a Proposal

There are common steps that experienced proposal writers follow in developing a formal proposal. It is helpful to start by drawing up a proposal development time table. By using your time table you can complete the proposal before the deadline and also check whether you have completed each step. A time table will also help you be sure to meet the deadlines that others (e.g., internal proposal reviewers, your institution's print shop, the funding body) impose on your efforts.

The following 16 steps are suggested for developing a proposal and following through with it to award:

1. Define the goals, objectives, and evaluation strategy for your program.
2. Develop your model of how the program should ideally operate.
3. List your program needs and organize them according to one-time and continuing needs.
4. Review your current funding and be sure that it will not cover some or all of your needs before proceeding further.

5. Define your funding needs, based on those that cannot be met by your current funding.

6. Write your preliminary proposal (see exhibit 5, earlier).

7. Identify the best potential funding organizations for your program.

8. Contact the funding organizations, gather information about their proposal guidelines, and identify the application deadlines.

9. Collect and organize information and data that show that your program is needed and is likely to be effective.

10. Gather support (especially in written form) from within and outside your institution for the proposed program.

11. Clarify exactly which funding organization(s) you will target for proposal submission(s).

12. Write the formal proposal(s) according to the funders' guidelines and requirements.

13. Circulate the proposal(s) for internal review.

14. Revise the proposal(s), based on feedback from your internal reviewers.

15. Submit the proposal(s) to the potential funding organization(s), preferably well before the deadline.

16. Continue to make informal contacts with persons you have met or with whom you have talked in the funding organization(s).

Figure 1 shows how to set up a proposal development time table. For each step, draw a line on the chart, starting at the point where that activity should begin and ending with the point at which that activity should be completed. It is usually a good idea to note where you need to complete a specific product (e.g., the preliminary proposal, the collection of support letters from outside agencies, the formal proposal) with a small square or other symbol. Some steps will overlap, and sometimes they will

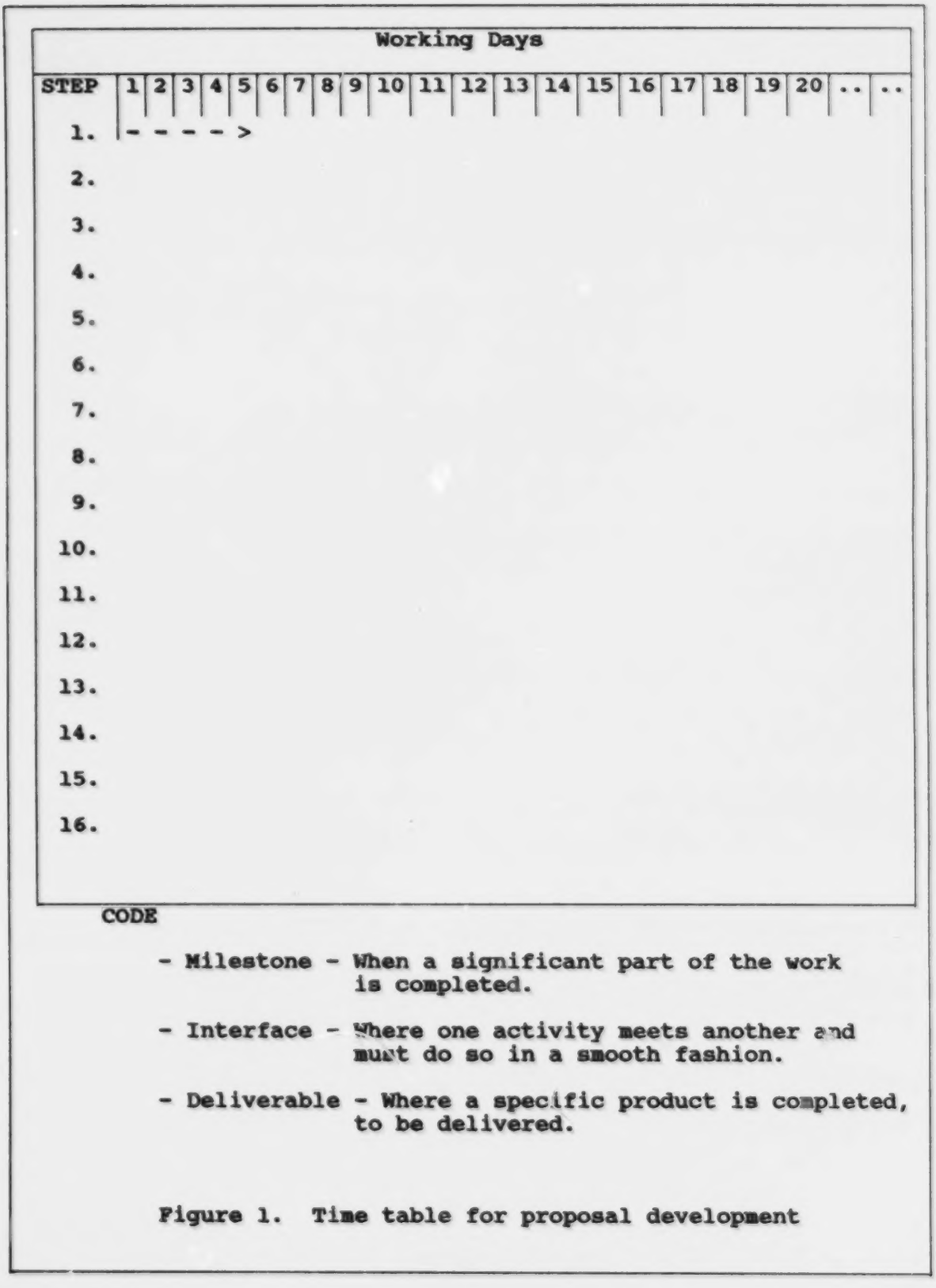


Figure 1. Time table for proposal development

not begin and end in the same order. Post the time table in a convenient place. You will refer back to it often.

A Sample Proposal Format

The majority of proposals include certain common sections. Different funding organizations will order these in their own way, so be sure to check for specific formats for each funder. However, nearly every funder will require that a proposal contain the elements listed in exhibit 6.

The Title Page section. You will prepare this last, after the rest of the proposal has been completed. The initiator is the person or institution that is submitting the proposal. The project director is the person who will supervise the actual program once its begins. In some cases, the initiator of the proposal and the project director will be the same person (e.g., you). If so, insert the same name and affiliation in each place.

The Abstract section. You should describe your proposed project and its expected outcomes in one or two paragraphs. It is usually a good idea to write a draft of the abstract before you start to write any other parts of the proposal. Doing so will help you clarify the concept, purpose, and approach of your program. Later, after you have written the rest of the proposal, you should read your abstract again and revise it, if necessary. Sometimes, in the course of writing a proposal, its approach or other elements may change considerably. But it is always helpful to write an initial draft of an abstract to help you focus your efforts.

EXHIBIT 6

OUTLINE OF A TYPICAL PROPOSAL

1. **Title Page:**

   Title of Proposal
   Funding Source
   Initiator
   Project Director
   Funding Period
   Total Funds Requested
   Date Submitted

2. **Abstract**

3. **Introduction:**

   Background and Organization
   Statement of the Problem
   Project Objectives

4. **Plan of Action:**

   Activities
   Methods
   Time Line

5. **Staffing of Project**

6. **Facilities**

7. **Evaluation**

8. **Budget**

9. **Capacity Statement**

10. **Resumes of Staff**

The Introduction section. The **Background and Organization** subsection should report all of the important aspects of your situation and institution. The purpose is to show that your institution is an appropriate one for conducting the proposed project and receiving the grant or donation for which you have applied. Important factors to include in this section are your institution's mission, size, history, number of individuals served, general evidence of its effectiveness and relevant past successes, relationships with other organizations that provide similar services, and the ability of the institutional organization to achieve the objectives your proposal describes.

The **Statement of the Problem** subsection contains your analysis of the unmet needs that have prompted you to ask for resources for your corrections vocational education program(s). It is a good idea to include data here, from your own institution as well as from other sources (e.g., pertinent journal articles, books, and the like) that help you make a case for the seriousness of both the general problem and your particular program needs. The problem statement should also briefly review the relevant services that your organization provides and should conclude with a summary of the specific problem(s) that your proposal addresses.

The **Project Objectives** subsection is where you state your specific intended outcomes. Examples of objective statements are as follows:

- To establish an up-to-date instructional program to train inmates for entry-level positions as electronics equipment repairpersons upon release

- To equip a laser-optics lab with state-of-the-art equipment in order to train students for successful entry into laser-optics-related occupations
- To inform inmates about career opportunities in technical fields in the tri-state area and to inform them of relevant training opportunities available to them during their incarceration
- To disseminate the findings of the project to others in the field through (1) submission of the project final report to the Educational Resources Information Center (ERIC), (2) submission of an article to a relevant professional journal, and (3) preparation of a presentation for delivery at an appropriate national or regional conference

The Plan of Action section. In the **Activities** subsection, give a brief overview of how you plan to start, operate, and complete the proposed project. List your major steps or phases of operation in a way that makes clear to the reader what you will be doing with the time and money to achieve your stated objectives.

The **Methods** subsection is where you go into detail about the activities by which you will accomplish each of the major steps or phases of project operation. A good way to get organized to write this section is to list each activity and task that you will perform to accomplish each of your major steps or phases. Number each of these items so that their order and relatedness is clear, as shown in the following sample:

1.0 Prepare state-of-the-art instructional materials needed to train inmates for entry-level positions as electronics equipment repairpersons upon release. [phase of project]

1.1 Adapt existing instructional materials for use in the proposed electronics training program. [activity]

1.1.1 Assemble relevant instructional materials already available at Anytown Prison. [task]

1.1.2 Conduct a literature search to uncover additional resource materials. [task]

1.1.3 Examine the existing materials and select those appropriate for adaptation for the proposed program. [task]

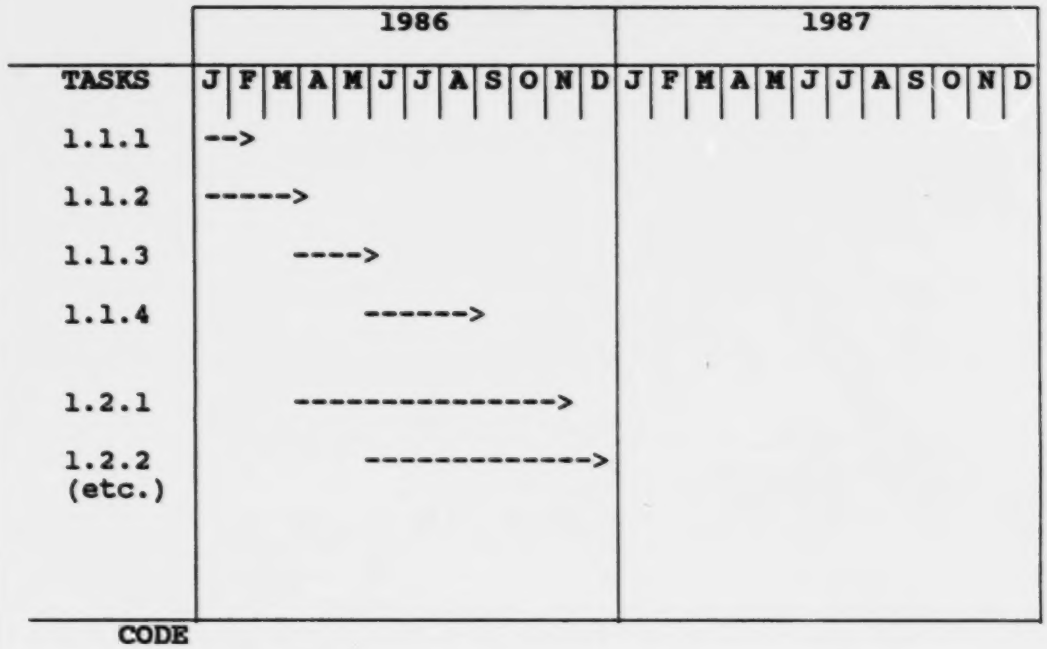
1.1.4 Modify elements of the selected materials, where needed. [task]

In the text in this subsection of your proposal, describe each of these activities and tasks in order, and give their number, as well. You will also use these numbers to construct the time line in the next subsection, and it will be easier for readers of the proposal to understand just when on your timeline the various activities and tasks will take place.

The Time Line subsection is usually a graph (figure) in a proposal, not actual text. Using the outline of phases, activities, and tasks that you just prepared, draw in the appropriate lines on a time line chart to show when each part of the work begins and ends. You could use basically the same kind of graph as you used earlier to chart out your time line for developing the proposal (see figure 1). Figure 2 shows a sample of a time line that has been partially filled in.

<u>The Staff section</u>. This section is where you discuss the staffing that your project will need, including their roles, responsibilities, and qualifications. A table is often helpful to show how much time per month each staff person will devote to the project and giving the total time each staff person will spend on the project over its duration. If you already have names of the persons likely to fill these positions, name them and add a few words on the qualifications of each.

PROJECT TIME LINE



CODE

- Milestone
- Interface
- Deliverable

Figure 2. Sample of a project time line

The Facilities section. Discuss the facilities (buildings, labs, classrooms, meeting space, etc.) in which you will operate the program. In particular, describe any features that are important to carrying out the project work.

The Evaluation section. This section is where you describe in detail the exact methods you will use to evaluate the outcomes or success of your proposed program. (This discussion should not appear in the Methods subsection (Plan of Action section) earlier, though evaluation activities will have been mentioned there.) Be very precise in describing your evaluation procedures. Design and discuss them as though you plan to use the evaluation findings as the basis for another funding proposal to follow up the work of the current program. Finally, it is usually a good idea to include, as an appendix, copies of any existing tests or evaluation instruments that you plan to use in the program.

The Budget section. When calculating the amounts for this section of the proposal, be as exact as possible, and double-check your math. If you can, identify each item separately within each budget category. If you are proposing work that will extend over more than 1 year, prepare a total budget, followed by a year-by-year breakdown. Exhibit 7 shows a common format for a proposal budget summary.

Remember to include an amount for indirect costs. These are to cover overhead and administrative costs that are not part of the proposal, but which are critical to its operation. Your institution probably has a standard formula--usually a percentage

EXHIBIT 7

SAMPLE FORMAT FOR BUDGET SUMMARY

BUDGET SUMMARY

CATEGORY		TOTALS
Salaries and wages		$_____
Professional	$_____	
Clerical	_____	
Benefits		_____
Consultants		_____
Travel		_____
Equipment		_____
Books and printed materials		_____
Postage		_____
Telephone and phone equipment rental		_____
Duplication/media services		_____
Supplies and materials		_____
Other direct costs (specify)		_____
Subcontracting expenses		_____
Total Direct Costs		$_____
Indirect Costs (for overhead and administrative costs that are not part of the proposal, but are necessary for proposal operation)		_____
Total Costs		$_____

of the direct costs--for calculating your indirect costs. Most funding bodies also have their own formulas for computing indirect costs for proposals they fund, and there is generally a range within which your indirect costs must fall to meet an organization's requirements. It is important for you to talk to representatives of the funding body to be sure that your indirect costs are within their guidelines.

The Capacity Statement. This is a description of the resources and past achievements of your institution and/or program(s) in order to convince the funders that you have the ability to carry out the proposed project. You need to show not only that you are able to operate your proposed project successfully, but also that you will do so in a manner that will make the funder proud to have been a part of that success. While doing so, however, be careful to be confident and positive without sounding arrogant. The best approach is to provide the data, with as little self-congratulation as possible.

The Resumes section. Resumes are included in a proposal to show the funders that you and your staff are properly experienced and qualified to do the work you are proposing. Often, resumes are included as an appendix to the proposal, not part of actual text. You should include resumes of all persons you expect to participate in critical roles as staff for the proposed project. Sometimes you may not know precisely who will fill a certain staff position. In that situation, it is often appropriate to include a resume of a person already on your institution staff, or of a

person you know and may hire if the project is funded, whose qualifications are appropriate to the position.

There are many formats for resumes. Unless the funder stipulates a particular format, one is as good as another. Make sure, however, that all resumes appearing in the proposal have the same format.

Step 6. Review the Proposal Against the Funder's Rating Criteria

Once you have written (and edited) a proposal, a good practice is to review it internally before you send it out to the funder for consideration. One strategy for the internal review process is to have one person be responsible for preparing the first draft, and then have a group of reviewers read the draft and make suggestions for revisions for the second draft. You may also want to make use of some external reviewers (persons who are not staff at your institution and are not directly involved in proposal preparation or program operation). Outside reviewers are often useful in helping you gauge the appeal of the proposal, and they may have helpful insights on the proposal evaluation criteria used by specific funders.

The passages that follow can be used as checklists to help you evaluate whether your proposal (1) is as professional as possible and (2) meets the kinds of criteria that funders typically use when rating proposals. Also offered are suggestions for ensuring that your proposal rates highly in each area.

Is Your Proposal Professional?

- Does your proposal conform to the procedures, format, and time table requested by the funding organization?

- Does your proposal look professional?

  Typing, layout, graphics, and photocopying should be as attractive as possible. The more impressive the proposal looks, the more likely the funders will give it close attention. Be careful, however, not to include materials that are irrelevant to the proposal. A "thick" package that is padded out with trivial or merely tangential materials does not impress most proposal readers.

- Have you demonstrated as much support for your proposed program as possible?

  Letters of support are helpful, and can be included as an appendix. Personal contacts with respected individuals are even better, but if those individuals are not known personally by the funding proposal readers, the best tactic may be to ask those contacts for letters of support to include in the proposal.

Does Your Proposal Meet the Funder's Review Criteria?

- Is your proposal clear and concise?

  Persons who read proposals for funding organizations do not want to read more than necessary, so keep your text on the topic at hand. Also, readers will not give you the benefit of the doubt if they cannot understand what you are saying. If you are unsure that your writing is as clear and concise as it should be, a good approach is to hire a professional editor to tighten up and sharpen your prose. The benefits usually outweigh the extra cost.

- Is your proposal thorough?

  It is a good idea to have another person on your staff (preferably a person who is familiar with your programs but who was not involved in writing the proposal) read through the proposal and point out places that are not clear, or information that you have forgotten to include. This can be an humbling experience, but your proposal will be better for it.

- **Is your proposal consistent?**

  Be sure that all of the critical pieces of the proposal, such as numbers, goals, and terms, are consistent throughout the document. For example, if you call your program "career guidance" in one place, do not call it "vocational counseling" in another.

- **Does your proposal have appeal beyond your specific project?**

  You should precede your objectives statements with a discussion of the general issues relevant to your effort, particularly those that your program will address (even if indirectly) beyond its immediate goals. Funders are interested in supporting projects whose effects address issues that larger populations face, because this multiplies their investment. You can establish that your program will have wider appeal by showing that you have in-depth knowledge of the issues, both theoretical and practical, that your project addresses.

- **Is your proposal practical and realistic?**

  Be sure that the context of your proposed project is consistent with the tasks. Your goals should be attainable. Your methods should be workable and should have a good chance of achieving your objectives. Your timetable should be realistic. Finally, be sure that your funding is adequate, but not excessive.

- **Is the management section of your proposal adequate?**

  You must prove to the funder that you have the facilities, staff, and resources to complete your project successfully. Your management structure must be shown to be flexible, yet responsible. You must ensure the funder that you have a system of checks and balances that will monitor the progress of the project and, in particular, oversee the proper expenditure of the funder's monies.

- **Is the work you propose creative?**

  Those who read proposals for funding organizations see many, many proposals that offer to run similar kinds of projects for essentially the same purposes. An innovative approach is more likely to get their attention. On the other hand, be aware that most funders are not big risk takers. Truly radical departures from the norm seldom find funding.

- Does your proposal demonstrate that you have access to your target group? Will your project be appropriate for that group?

  Sometimes it is difficult to document access and appropriateness to target groups, though this may be less true for many corrections programs. A good tactic is to include evidence that you and/or your institution have had prior or ongoing contact with the target audience. Also be sure to document previous successes you have had in working with the target groups, to prove to the funders that you can meet your goals.

- Does your proposal demonstrate that you will evaluate your project appropriately?

  The evaluation plan is often the weakest area of a proposal. Funders want to be assured that you will objectively and adequately assess your project, and that you will produce substantial evidence of success. Your evaluation methodology must be appropriate to your goals and objectives, and you will need to explain it clearly and discuss its meaningfulness. Part of showing that your project will have wider appeal is ensuring that it will be adequately evaluated.

- Is your dissemination plan adequate?

  Funders want to be sure that, if your project is a success, others will hear about it. Be sure to include at least one (more, if possible) activity in the proposal for getting out the word about the value of your project, once it is completed.

- Does your proposal show that you will have the best people possible to carry out the work?

  Appropriate personnel for the proposed project are a major factor in most funding decisions. Personnel make the proposal work. Be sure to make clear to the funder that you will have the appropriate people to operate the project. The personnel section of the proposal text and the resumes should give evidence that your staff have the capabilities, experience, connections, communications skills, working relationships, organizational and coordinating abilities, and staff support they will need to carrying out the project successfully.

What to Do If You Don't Win the Grant

No proposal writer wins every competition. Newcomers to proposal writing have to expect more failures, as in any field. Proposals are rejected for many reasons. Two rules to follow when this happens are (1) don't take it personally, and (2) look at it as an opportunity to learn how to write a better proposal the next time.

Most funders announce rejections with a form letter. Unfortunately, such letters tell you nothing specific about why you lost the competition. If you get such a letter, here are some recommended steps to take to ensure that your next proposal has a better chance of funding:

1. Contact the funder and ask for formal feedback on the reasons that your proposal was rejected. Some funders will not share this information, but others are willing to discuss their evaluation process and -- sometimes -- share the rating forms that were completed. If you can get them, the completed reviewers' rating forms for your proposal are invaluable. If you cannot get the completed forms, you may at least be able to get feedback about the general criteria used for the decision.

   Some governmental and foundation funders publicly note proposals that do not receive funding, even if only by title. You may be able to get the names of these applicants from the funder. Sometimes funders will provide you with copies of funded proposals, or you may be able to get copies from those who submitted them. All of these will give you information about what did or did not work to obtain funding from that organization. One of the best strategies for developing a successful proposal is to apply the format from a successful one to your next effort.

2. Contact appropriate persons to try to get informal feedback on your failed proposal. Formal feedback is sometimes impossible to get, but sometimes you can get information off the record that is even more useful. The best approach is to meet with or telephone persons who were involved in the decision process at the funding

organization. Often, these contacts can give you specific advice on how to make your next proposal better. You may also find it helpful to seek out writers of both successful and other unsuccessful proposals, to find out what they did and didn't do.

3. Do a post-mortem internal review of your losing proposal. Sometimes the inadequacies in a proposal "jump out" at you (or other internal reviewers) once it has been rejected. Usually, this is helped by an emotional distance from the proposal that forms between the time of submission and the time of rejection. Look over the document for strengths and weaknesses that you can learn from. You may want to ask others in your institution or system, especially those who have similar funding patterns, to give you constructive suggestions for improvements.

4. Develop a plan for your next proposal that takes into account the feedback you have collected on the one that failed. You may, for instance, want to include the following suggestions:

   - Set a schedule to begin the next proposal as soon as possible. This sets your attention on the future and takes you past the disappointment of a recent failure.

   - Involve more people in preparing the next proposal, so that it receives more diverse creative effort, and so that more people share in its success or failure.

   - Build on the strengths you found in the last proposal.

   - Design proposal development steps that will help you avoid the problems of the last proposal.

   - Think positively; generating a spirit of success is entirely up to you.

   - Be sure to plan enough time and resources into the proposal development steps to ensure that you give it the attention and content it needs to succeed.

STRATEGIES FOR INFLUENCING FUNDING POLICIES

Some cynics believe that funding organizations give only to their friends, or to other organizations that already have money, and that these decisions are made well before requests for proposals are ever disseminated. These things do happen, but they are the exception, not the rule. In most funding organizations, funding policies and procedures are fair and open. These funding targets, amounts, and methods are parts of a process in which anyone with interest can become involved.

A recent example of how concerned individuals can influence federal funding is the Education of All Handicapped Children Act (P.L. 94-142). Organized individuals, mostly parents of handicapped children, were pivotal in the passage and successful implementation of this law. This kind of influence continually affects the wording, policies, or regulations of federal and state laws and, as a consequence, the patterns by which appropriated funds are dispersed to applicants.

More and more funding decisions are being made at the state or local levels, offering increasing opportunities for corrections officers to become involved in forming funding policies and influencing funding decisions. Basically, there are three avenues by which you can influence these kinds of funding patterns:

1. Become involved in the development and passage of laws, policies, or regulations.
2. Become involved in translating these laws, policies, or regulations into actual funding decisions.
3. Establish personal contacts with funding decision makers in order to become known, trusted, and worthy of funding in their eyes.

The ways by which you can influence funding policies, and the potential effectiveness of your influence, will vary according to whether you address your efforts to federal or state entities, foundations, local businesses, or social organizations. All of these funding bodies have top-level policymakers, middle-level administrators of those policies, and persons whose responsibility is to select the proposals that are to be funded. The following are ways by which you can affect funding policies and practices at each of these levels.

Top-level Policymakers

U.S. Senators, state representatives, the trustees of the Rockefeller Foundation, and the president of the local Rotary Club all have one relevant function in common: they are directly involved in developing policies that govern the external projects they fund. All of these chief executive officers (CEOs) have their own ideas about important issues of our times, and the best ways to address these issues. But each of these persons also usually considers ideas and attitudes of others. There are many routes by which you could become involved in influencing the creation of law or policy at these top levels, including the following:

- Write to the CEO(s) of your target funding body and express your opinions about trends and needs related to your corrections programs. Government officials, in particular, read (or have staff read and tally) their mail, and try to be responsive to it.
- Make appointments to meet with government officials (or their staff) to discuss issues of concern to you.

- Volunteer to help draft legislation or resolutions. Many elected officials may be willing to sponsor legislation of interest to you, if you are willing to assist in the initial drafting.

- Volunteer to testify at hearings on relevant bills or resolutions. Elected officials are always interested in having persuasive, informed individuals lend their expertise to these policymaking sessions. The same goes for some policymaking meetings in other kinds of organizations that fund projects.

- Lobby openly for pertinent legislation. You can do this as an individual or as an organizer or member of a special interest group (e.g., other corrections officers in your state). Sometimes it is just as effective to lobby the staff members of a government official as it is to lobby the official directly, as officials rely heavily on their staff for information.

- Run for office yourself, and become an elected policymaker in your community, state, or country, or in another funding organization (e.g., your local Elks Club).

Corrections officers can become involved in drafting legislation or setting policy. It is surprisingly easy, if you have ideas that you believe in strongly and you are willing to make the effort to contact the government or organization policymakers.

Mid-level Administrators

Mid-level administrators are responsible for translating laws, policies, and regulations into action. Frequently, these policy implementers and administrators have considerable leeway in interpreting the policies. For example, a law may seek to improve job training in a state, but it may not be very specific about the means to achieve the increase. Policy implementers often have the freedom to decide what kinds of program should receive funding and

how much they should receive, in addition to deciding which particular proposals should be funded.

Policy administrators, like policymakers, respond to issues they believe to be important, and approaches they believe to be effective. Most corrections officers are not likely to run for office to affect funding policies, but there are a number of ways that they can influence the implementation of those policies, including the following:

- Volunteer to serve on policy boards that assist in implementation of legislation. Many such boards are established as part of the legislation and require professional membership (e.g., the Job Training Partnership Act, Private Industry Councils).

- Serve on the board of a funding organization. The main requirement is active participation, interest, and a commitment to the goals of the organization. Although you may be barred from direct involvement in funding decisions for your own institution because of a conflict of interest, your membership on one funding board may carry valuable contacts and influence with other funding organizations.

- Make personal contacts and develop friendships with funding board members or other administrators of funding organizations. Such contacts can become influential lifelines for your proposals.

Proposal Decision Makers

The persons who are charged with selecting winning proposals for a funding organization generally base their decisions on the sense that a project is a worthy effort, and that the work can and will be accomplished as proposed. Obviously, putting effort into preparing a well-written proposal is critical, particularly making your ideas and goals clear to all who read it. But proposals can't say everything. The more involved you are with the funding

organization and the individuals who are responsible for making funding decisions--even if your contacts have nothing to do with your proposal--the more favorable the consideration that your proposal will probably get.

No matter who you contact--CEOs, administrators, or funding decision makers--you can only help your cause by being as informed as possible. Be familiar with the laws and policies you discuss with them. Know the larger issues that the policies affect. Be ready with data to back up your ideas during discussions. You can influence funding policies and practices by being informed, prepared, and involved at all levels. And should you ever come to doubt your efforts, remember, your corrections education program is as important as other programs that will receive funding. Some of that funding might as well be yours.

APPENDIX A

RESOURCE LIST OF FUNDING ORGANIZATIONS

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Note: Following each organization is a brief description of funding priorities or recent awards of interest.

Abelard Foundation
Joint Foundation Support, Inc.
122 East 42nd Street, Suite 922
New York, NY 10017
(212) 661-4080
Contact: Patricia Hewitt, President

Grants are made to national organizations working in the following interest areas: civil rights, civil liberties, the environment, women's issues, and the problems of the urban and rural poor. Generally, the foundation does not fund research and conferences.

Achelis Foundation, The
c/o Morris and McVeigh
767 Third Avenue
New York, NY 10017
(212) 593-6200
Contact: Miriam G. MacAllister, Secretary

Broad purpose grants. Flowers with Care of the Diocese of Brooklyn, Astoria, NY. $15,000, 1982. For current vocational training programs for troubled young people.

Aetna Life & Casualty Foundation
151 Farmington Avenue
Hartford, CT 06156
(203) 273-3340
Contact: Alison G. Coolbrith, Executive Director

Community Resources for Justice, Hartford, CT. $75,000, 1982. For 2-year $150,000 commitment starting in 1981 to support counseling program for young offenders.

ALCOA Foundation
1501 Alcoa Building
Pittsburgh, PA 15219
(412) 553-4696
Contact: Charles L. Griswold, President

Broad purpose grants. Program for Female Offenders, Pittsburgh, PA. $5,000, 1982. For general support.

Allegheny Foundation
P. O. Box 268
Pittsburgh, PA 15230
(412) 392-2905
Contact: Joanne B. Beyer, President

Primarily local giving with emphasis on hospital and health organizations and youth and public education.

Babcock (Mary Reynolds) Foundation, Inc.
102 Reynolda Village
Winston-Walem, NC 27106
(919) 748-9222
Contact: William L. Bondurant

Broad purpose grants with emphasis in North Carolina and the Southeast. Alternatives to Violence Project, New York City, NY. $10,000, 1982. For training in nonviolent conflict resolution program that helps prisoners develop skills needed for resolving conflicts nonviolently.

Beatrice Foundation, Inc.
Two North LaSalle Street
Chicago, IL 60602
(312) 782-3820
Contact: Liz Sode, Assistant Vice President, Public Affairs; or
Stevelyn Bwenger, Manager, Contributions

Adult education, to expand their awareness of literacy training. Possible collaboration in area of increased access and exposure to competencies of minority population. Collaboration in Beatrice Company with literacy training.

Buhl Foundation, The
Four Gateway Center, Room 1522
Pittsburgh, PA 15222
(412) 566-2711
Contact: Doreen E. Boyce, Executive Director

Program for Female Offenders, Pittsburgh, PA. $12,900, 12/13/83. For staff development for Model Program Replication and Parenting Program Curriculum Development in new Center for Female Offenders.

Burden (Florence V.) Foundation
630 Fifth Avenue
New York, NY 10111
(212) 489-1063
Contact: David M. Nee, Executive Director

Crime and justice, programs for offenders. Supports efforts to improve overall function of these parts of justice system. Special concern, youth offenders, (pilot programs), target dissemination efforts. Most grants made to New York City area, but will fund to all parts of the United States.

Cabot Corporation Foundation
125 High Street
Boston, MA 02110
(617) 423-6000
Contact: Ruth C. Scheer, Executive Director

A major source of its gifts to educational institutions stems from the Matching Grants to Schools Program. The foundation awards funding primarily in communities where Cabot has major business operations. It supports national education programs that relate to its corporate interests.

Cafritz (The Morris and Gwendolyn) Foundation
1825 K Street, N.W.
Washington, D.C. 20006
(202) 223-3100
Contact: Martin Atlas, Vice President

Giving only for programs of direct assistance to the Washington, D.C. area. Foundation for Exceptional Children, Reston, VA. $10,000, 1982. To continue program addressing special educational needs of incarcerated D.C. youth.

Calder (The Louis) Foundation
Ten Rockefeller Plaza, Room 601
New York, NY 10020
(212) 757-8710
Contact: Reinhald Dreher, Trustee

Womens Prison Association and Hopper Home, New York City, NY. $20,000, 1982. Toward general support of programs, particularly Court Diversion Plan, which on Court recommendation remands convicted offender to special facility for 90 days for professional and job training with view to permitting her to live in community instead of correctional institution.

Vocational Foundation, New York City, NY. $10,000, 1982. For general support of organization which counsels, trains, and finds jobs for juvenile delinquents in New York City.

Campbell Soup Fund
Campbell Place
Camden, NJ 08101
(609) 342-6431
Contact: Frank G. Moore, Vice President

Typically, grants are awarded to organizations that serve communities in which Campbell has facilities. Primary recipients are education and health care institutions; also social service and youth agencies.

Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022
(212) 371-3200
Contact: Sara L. Engelhardt, Secretary

The foundation makes it a policy to select a few areas in which to concentrate its grants over a period of years. Its current grant program focuses on four broad goals. One of these goals is the education of all Americans, especially youth for a scientific and technology-based society. Computer technology, improved instruction approach to minorities and women.

Chicago Community Trust, The
208 South LaSalle Street
Chicago, IL 60604
(312) 372-3356
Contact: Ms. Barbara L. Massey, Assistant to Executive Director

Supports health and social services, education, and cultural and civic affairs in Cook County, Illinois. Project Hire, Chicago, IL. $20,000, 7/84. To match Title XX funds and for general operating support for employment center for ex-offenders.

Cincinnati Foundation, The Greater
802 Carew Tower
Cincinnati, OH 45202
(513) 241-2880
Write: Jacob E. Davis, Director

Benefits for Cincinnati inhabitants. Pro Kids, Cincinnati, OH. $10,000, 1982. For rehabilitation of delinquent youth and ex-offenders.

Clark Foundation, The
30 Wall Street
New York, NY 10005
(212) 269-1833
Contact: Edward W. Stack, Secretary

Supports health, educational, youth, cultural, and community welfare organizations and institutions.

Clark (Edna McConnell) Foundation
250 Park Avenue, Room 900
New York, NY 10017
(212) 986-7050
Contact: John R. Coleman, President

Seeks to improve the school-to-work transition of urban disadvantaged youth. Does testing and dissemination of new youth employment models. Also seeks activities for improving condition for those in correction institutions and implementing new programs. Interested in developing model work-education program among private industry schools, community organizations, and unions to help youth move into jobs.

Cleveland Foundation, The
700 National City Bank Building
Cleveland, OH 44114
(216) 861-3810
Contact: Homer C. Wadsworth, Director

Mainly seed money for innovative projects or to developing institutions or services addressing unmet needs in the greater Cleveland area. Lutheran Metropolitan Ministry Association, Cleveland, OH. $15,000, 12/82. For community re-entry program for ex-offenders.

Culpepper (Charles E.) Foundation
866 United National Plaza, Room 408
New York, NY 10017
(212) 755-9188
Contact: Mrs. Helen D. Johnson, President

Grants to organizations concerned with health, education, science and technology, arts and letters, cultural programs, and administration of justice.

Dayton Hudson Foundation
777 Nicollet Mall
Minneapolis, MN 55402
(612) 370-6553
Contact: Vivian K. Stcuk, Administrative Officer

Supports social-action programs to assist socially disadvantaged adults in overcoming barriers to self-sufficiency. Minnesota Association for Children with Learning Disabilities (MACLD), Saint Paul, MN. $10,000, 1982. To locate, teach, and test learning disabled delinquent youth.

Eaton Charitable Fund
100 Erieview Plaza
Cleveland, OH 44114
(216) 523-5000
Contact: Frederick B. Unger, Director, Community Affairs

High priority is given to local organizations where employees are located. Grant support in areas of education instruction, health and human service groups, cultural and arts organizations, and civic endeavors. Sponsored studies from Kalamazoo County Juvenile Court through Junior Acnievement program to give them an opportunity to learn business skills and direct interest away from crime.

Edwards (O.P. and W.E.) Foundation
Hearthstone Village
South Londonderry, VT 05155
(802) 824-6255
Contact: David E. Gamper, President

Major emphasis is on smaller, locally organized, community-based programs that help young people who are at risk because of economic or social factors. Main interest are programs that work directly with youth, rather than research. Grants generally are not larger than $10,000.

Field Foundation
100 East 85th Street
New York, NY 10028
(212) 535-9915
Contact: Richard W. Boone, Secretary

Grants are made in three areas: (1) social justice and social welfare; (2) civil rights and civil liberties; and (3) peace, military containment, and anti-nuclear initiatives. Grants are limited to domestic concerns.

Ford (Edward E.) Foundation
c/o Manufacturers Hanover Trust Company
600 Fifth Avenue
New York, NY 10020
(609) 921-1126
Contact: Lawrence L. Hlavacek, Executive Director

Primary interest in independent secondary education.
National Coalition for Jail Reform, New York City, NY. $50,000, 12/1/82. For a program of educational and advocacy activities in jail reform and the development of alternatives to incarceration.

Vera Institute of Justice, New York City, NY. $320,000, 2/84. 1 2/3 year grant. For research on connection between youth employment and crime and to investigate effectiveness of Vera's Neighborhood Work Project, which has provided transitional day-labor for some 5,000 prisoners just released from jail.

Gannett Foundation, Inc.
Lincoln Tower
Rochester, NY 14604
(716) 262-3315
Contact: Gerald M. Sass, Vice President for Education

OK Community, Phoenix, AZ. $5,000, 6/14/84. To help furnish and equip job skills training center of organization working to rehabilitate juvenile delinquents.

Saint Josephs Villa, Rochester, NY. $12,500, 1/17/83. Toward campaign for new physical education building and renovation of buildings at center for rehabilitation of delinquent, emotionally handicapped, and neglected youth.

OK Community, Phoenix, AZ. $6,000, 12/82. For audiovisual equipment to assist juvenile offenders to prepare for job interviews.

Prisoner Rehabilitaion, Binghamton, NY. $6,000, 4/13/84. To expand agency's PROBE Program for high school equivalency (G.E.D.) education for jail inmates to serve all in community who need it, especially young people.

Natwidad Ranches, Salinas, CA. $7,500, 3/15/84. To buy tools and equipment for vocational training at Salinas ranch used as alternative to incarceration for juvenile offender boys.

Cocoa, City of, Cocoa, FL. $149,000, 12/12/83. To expand and equip sheriff's farm program begun in 1981 to help juvenile offenders learn job skills and obtain counseling as an alternative to jail sentences.

General Foods Fund
250 North Street
White Plains, NY 20625
(914) 335-7961
Contact: Kathryn Krause, Secretary

Its unrestricted grants in the area of higher education will generally be limited to state and regional associations of colleges and universities in those areas where General Foods has a significant presence. Organizations addressing social needs of women, minorities, youth employment will be considered.

General Motors Foundation
3044 West Grant Boulevard, Room 13-145
Detroit, MI 48202
(313) 556-4260
Contact: Mr. R. J. Winkley, Manager

Provides support for higher education to assist in meeting the Corporation's human resource requirements. Large portion of available funds earmarked for undergraduate engineering institutions. Also supports community funds, social services, health.

Goldman (Herman) Foundation
120 Broadawy, Suite 2945
New York, NY 10271
(212) 571-1425
Contact: Raymond H. Lux, Executive Director

Emphasis on aiding economically and socially deprived persons through grants in health, social development and justice, and education.

Grant (William T.) Foundation
919 Third Avenue
New York, NY 10022
(212) 742-0071
Contact: Robert J. Haggerty, M.D., President

Preference given to the support of new programs in their initial stages of development. Womens Prison Association and Hopper Home, New York City, NY. $5,000, 5/20/82. For key project: A program that assists 100 adolescent offenders aged 16 to 20 on Rickers Island and in the community, and including--among other things--remedial classes in reading and math and the opportunity to gain high school equivalency diplomas.

Gund (George) Foundation
One Erieview Plaza
Cleveland, OH 44114
(216) 241-3114
Contact: James S. Lipscomb, Executive Director

Provides broad purpose grants mainly to Ohio institutions with priority given to education projects. Lutheran Metropolitan Ministry Association, Cleveland, OH. $10,000, 10/14/82. For expansion of community re-entry program that helps ex-offenders readjust to civilian life.

Hancock (The Luke B.) Foundation
360 Bryant Street
Palo Alto, CA 94301
(415) 321-5536
Contact: Joan H. Wylie, Executive Director

Broad purpose funding within California. Prison Match, Pleasanton, CA. $12,500, 1983. For parenting program for inmates that involves teaching of parenting skills, family support services, and children's center for visiting children.

M-2 Re-Entry, Hayward, CA. $10,000, 1983. For start-up funds for program that assists youthful parolees to re-enter society by matching them with trained older adult volunteers on a one-to-one basis.

Hazen (Edward W.) Foundation
16 East 34th Street
New York, NY 10016
(212) 889-1616
Contact: Richard Magat, President

Seeks to focus its grants on youth development, principally for community-based programs that give some promise of lasting after the foundation's support has ended. Also interested in juvenile options from corrections faculty, education options.

Hearst (William Randolph) Foundation
888 Seventh Avenue
New York, NY 10106
(212) 586-5404
Contact: Robert M. Frehse, Jr., Executive Director

Prisoner Rehabilitation (PROBE), Binghamton, NY. $5,000, 9/82. Toward offenders utilizing a transition program.

Heinz (Howard) Endowment
301 Fifth Avenue, Suite 1417
Pittsburgh, PA 15222
(412) 391-5122
Contact: Alfred W. Weshart, Jr., Executive Director

Grants limited to Pennsylvania, generally only to Pittsburgh. Bidwell, Pittsburgh, PA. $300,000, 12/12/83. Three-year grant. Toward capital fund drive to build new training facility. Grant shared with Manchester Craftsmen's Guild.

Honeywell Foundation
P. O. Box 524
Minneapolis, MN 55440
(612) 870-6821
Contact: Patricia Hoven, Director

Funding for broad purposes only in areas of company operations. Katahdin, Minneapolis, MN. $10,000, 1982. To assist juvenile offenders in development of skills and resources.

Ittleson Foundation, Inc.
660 Madison Avenue
New Yor, NY 10021
(212) 838-5010
Contact: William T. Beaty, II, Executive Director

Grants for the promotion of the well-being of mankind. Interests include health, welfare, and education for health and welfare. Offender Aid and Restoration, U.S.A., Charlottesville, VA. $39,615, 12/19/83. Two-year grant. To develop accreditation system for volunteer programs throughout nation serving inmates of local jails and prisons.

J. M. Foundation, The
60 East 42nd Street, Room 1651
New York, NY 10165
(212) 687-7735
Contact: Jack Brauntuch, Executive Director

The foundation is active in several related fields: rehabilitation, wellness, educational activities (e.g., entrepreneurship), etc. In 1985, the foundation searched for exemplary program development in vocational education for the handicapped.

Kellogg (W.K.) Foundation
400 North Avenue
Battle Creek, MI 49016
(616) 968-1611
Contact: Robert D. Sparks, President

Supports adult continuing education; priorities include projects designed to improve human well-being.

Kemper (James S.) Foundation
c/o Kemper Insurance
Route 22
Long Grove, IL 60049
(312) 540-2846
Contact: John H. Barcroft, Executive Director

Allocates approximately half of its resources to support the education of individuals and the other half to support the educational programs of colleges, universities, and cultural institutions. Funds provide financial aid to undergraduates preparing for careers in business.

Levi Strauss Foundation
1155 Battery Street
P. O. Box 7215
San Francisco, CA 94106
(415) 544-6579
Contact: Ira S. Hirschfield, Executive Vice President

Grants to improve human services. YWCA of Louisville, Louisville, KY. $20,000, 12/82. For challenge grant toward first year of 3-year women offenders project of YWCA's Creative Employment Project (CEP).

Bexar County Detention Ministries, San Antonio, TX. $13,000, 5/84. Toward start-up costs, including partial salary for coordinator and part-time social workers, for Mothers and Their Children (MATCH), a pilot program for imprisoned mothers and their children that provides parenting training, social services, and personal contact visits.

Company of Friends, Greensboro, NC. $10,000, 5/84. Toward program expansion for a residential facility training program to service juvenile offenders and troubled youth. Funds will be used to recruit agriculturally trained volunteers to teach cash crop farming procedures and marketing of arts and crafts.

Lubrizol Foundation
29400 Lakeland Boulevard
Wickliffe, OH 44092
(216) 943-4200
Contact: Raymond W. Hussey, Secretary

During 1984, grants to education (the foundation's principal program) represented 59 percent of all grants. Most awards are made to Ohio institutions.

MacArthur (John D. and Catherine T.) Foundation
140 South Dearborn Street
Chicago, IL 60603
(312) 726-8000
Contact: James M. Furman, Executive Vice President

No interest in matters related to vocational education. However, does have interest in corrections reform, rehabilitation of prisoners.

Mobil Foundation
150 East 42nd Street
New York, NY 10017
(212) 883-2174
Contact: Richard G. Mund, Executive Director

Funds are channeled principally to institutions of higher learning (4-year colleges or universities) that graduate students who are well trained in the quantitative and technical disciplines, as well as institutions where research relevant to the energy industry is conducted.

Morgan Guaranty Trust Company of New York Charitable Trust
23 Wall Street
New York, NY 10015
(212) 483-2058
Contact: Robert F. Longley, Sr., Vice President,
Morgan Guaranty Trust Company of New York

Emphasis is on helping to find solutions to social problems and needs through support of competent agencies in fields of health, social services, education, and urban affairs.

New York Community Trust, The
415 Madison Avenue
New York, NY 10017
(212) 758-0100
Contact: Herbert B. West, Program Director; or
Terry W. McAdam, Assistant Program Director

Priority given to projects having significance for New York City area. Economic and Social Opportunities, San Jose, CA. $9,954, 1982. For program on survival skills and supportive services for female offenders at Elmwood Detention Facility.

Olin (John M.) Foundation
100 Park Avenue, Suite 2701
New York, NY 10017
(212) 661-2670
Contact: Michael S. Joyce, Executive Director

Four areas of support: (1) public policy research, (2) strategic and international studies, (3) American institutions, and (4) law and the legal system. Has funded in area of educational research on occasion. Not their key area.

Packard (The David and Lucile) Foundation
330 Second Street
P. O. Box 1330
Los Altos, CA 94022
(415) 948-7658
Contact: Colburn S. Wilbur, Executive Director

Giving primarily in the San Francisco and Monterey Bay areas, with emphasis on education, youth agencies, minorities, handicapped, and child welfare. Economic and Social Opportunities, San Jose, CA. $9,954, 1982. For program that provides survival skills and supportive services to female offenders at Elmwood Detention facility.

Penn (The William) Foundation
920 Suburban Station Building
1617 John F. Kennedy Boulevard
Philadelphia, PA 19103
(215) 568-2870
Contact: Bernard C. Watson, President

Limited to Philadelphia area. Pennsylvania Prison Society, Philadelphia, PA. $24,780, 4/28/83. For Philadelphia Prisons Project of its Women's Programs.

Philadelphia Housing Development Corporation, Philadelphia, PA. $25,000, 12/20/83. Toward Philadelphia Landscape and Nursery Training Program at House of Correction.

Permanent Charity Fund of Boston, Inc.
One Boston Place, Room 3005
Boston, MA 02106
(617) 723-7415
Contact: Geno A. Ballotte, Secretary

Supports health, welfare, educational, and recreational programs and institutions in metropolitan Boston. American Friends Service Committee, Cambridge, MA. $5,000, 6/15/84. For Prison Education Project at Lancaster Pre-Release Center.

PEW Memorial Trust, The
c/o The Glenmede Trust Company
229 South 18th Street
Philadelphia, PA 19103
(215) 875-3200
Contact: Fred H. Billups, Jr., Vice President

Broad purposes; grants for higher education and human service projects. NAACP Special Contribution Fund, New York City, NY. $240,000, 1982. Three-year grant for Prison Program. 1982

Pennsylvania Prison Society, Philadelphia, PA. $135,000, 1982. 3 year grant. For Women's Program.

Police Foundation
1909 K Street, NW, Suite 400
Washington, DC 20006
(202) 833-1460
Contact: Patrick V. Murphy, President

Basic question addressed is how police officers can be selected, trained, managed, and developed to do their most effective and helpful work.

Prudential Foundation
Prudential Plaza, 15th Floor
Newark, NJ 07101
(201) 877-7354
Contact: Donald N. Treloar, Secretary

Innovative programs to improve basic skills education. Advancement of disadvantaged, minorities, women, and handicapped through improvement of education opportunities. Job training, especially for females, single parents, and minority youth.

Public Welfare Foundation
2600 Virginia Avenue, NW, Room 505
Washington, DC 20037
(202) 965-1800
Contact: Charles Glenn Ihrig, Executive Director

Grants primarily to grassroots organizations with emphasis on health, education, economic development, and youth employment; programs must serve low-income population.

Reynolds (Z. Smith) Foundation, Inc.
101 Reynolda Village
Winston-Salem, NC 27106
(919) 725-7541
Contact: Thomas W. Lambeth, Executive Director

Grants for improvement of criminal justice system in North Carolina. Phoenix Organization, Raleigh, NC. $20,000, 1982. To establish a program for children of women in prison.

Richmond (Frederick W.) Foundation, Inc.
245 East 58th Street, Suite 8-G
New York, NY 10022
(212) 752-1668
Contact: Timothy E. Wyman, President

Primary interest in funding pilot projects and making modest grants in social service field, education being one. Proposals attempting to develop practical solutions to specific community problems are considered. Has provided funding in area of job placement, ex-offenders, unskilled unemployment, high school dropouts. Seeks programs to deal with these problems.

Rubinstein (Helena) Foundation, Inc.
405 Lexington Avenue
New York, NY 10174
(212) 986-0806
Contact:

Broad-based activities with strong focus on projects that benefit women and children. Womens Prison Association and Hopper Home, New York City, NY. $8,000, 5/30/84. For Parental Education Project.

Safer Foundation
10 South Wabash Avenue
Fourth Floor
Chicago, IL 60606
(312) 726-9200
Contact: Robert R. Lucas, Director of Public Affairs

Focuses interests on ex-offenders in Illinois and Iowa. Funds programs in job placement, basic literacy training. Also interested in developing creative partnerships between public and private sectors in order to form more effective methods of rehabilitation in the community.

San Francisco Foundation, The
500 Washington Street, 8th floor
San Francisco, CA 94111
(415) 392-0600
Contact: Martin A. Paley, Director

Unless otherwise specified by donors, limited to counties of Alameda, Contra Costa, Marin, San Francisco, and San Mateo, California. Service League of San Mateo County, Redwood City, CA. $15,000, 3/8/83. For program to provide job search services to women inmates of the county jail, and for ex-offenders.

Programs for People, San Francisco, CA. $45,000, 1/83. For employment training in printing for inmates in San Francisco county jail.

Shaw (Gardiner Howland) Foundation
19 Temple Place, 5th floor
Boston, MA 02111
(617) 451-9206
Contact: Neil Houston, Director

Funding for the study, prevention, correction, and alleviation of crime and delinquency, and the rehabilitation of adult and juvenile offenders.

Texaco Philanthropic Foundation
2000 Westchester Avenue
White Plains, NY 10650
(914) 253-4000
Contact: Maria Mike-Mayer, Secretary

Primary area for aid involves academic programs at 4-year colleges and universities. The Foundation generally avoids duplication of educational financing that is being provided adequately through taxation. Considers support to educational institutions that have demonstrated ability to provide quality education and training opportunities with equal access for all.

TRW Foundation
1900 Richmond Road
Cleveland, OH 44124
(216) 383-2412
Contact: Donna L. Cummings, Manager

Funding in the area of career development and training. Has funded work for PIC programs in Cleveland area, also vocational guidance and rehabilitation services. Another priority is in the area of minorities and disadvantaged.

Upjohn (W. E.) Institute for Employment Research
300 South Westnedge Avenue
Kalamazoo, MI 49007
(616) 343-5541
Contact: Robert G. Spiegelman, Director

Supports research into the causes, effects, prevention, and alleviation of unemployment. Sponsors studies in employment and training linkages, youth and disadvantaged. Strong emphasis in Kalamazoo area and regional area of Michigan. Some funding out of state.

Victoria Foundation, Inc.
40 South Fullerton Avenue
Montclair, NJ 07042
(201) 783-4450
Contact: Howard E. Qurk, Secretary and Executive Officer

Funds welfare and education programs in greater Newark, NJ.

Woods Charitable Fund, Inc.
3rd First National Plaza, Suite 3050
Chicago, IL 60602
(312) 782-2698
Contact: Jean Rudd, Executive Director

Supports organizations or projects located in and directly serving residents of Chicago, IL and Lincoln, NE. Funding for educational and justice projects. Project HIRE, Chicago, IL. $10,000, 3/7/84. For final renewal operating support for program providing job counseling and placement for ex-offenders.

State Departments of Education. These are the best source for all information on state funding and the ways in which each state handles federal funds.

APPENDIX B

SAMPLE PRELIMINARY PROPOSAL

PRELIMINARY PROPOSAL

Project Title: A Training Program in Laser Printer Repair for Inmates of Anytown Prison

Project Director: Your name and title (or whomever will fill this position)

Institutional Affiliation:

Anytown Prison
1000 County Road
Anytown, USA 00000
(999)-555-1111

Project Goal: To prepare inmates of Anytown Prison for occupations as repairpersons of computer printers, and specifically Helios laser printers. Students will receive competency-based, hands-on instruction in relevant electrical, electronic, and mechanical concepts, as well as hands-on experience troubleshooting and repairing Helios laser printers and other brands and models of computer printing equipment.

The ultimate goal of the project is to capacitate inmates to enter rewarding, legitimate employment as repairpersons of computer printer (and other) equipment once they have completed their incarceration.

Funding:

Project Director (full-time and summer)	$30,000
Project Assistant (half-time in summer for curriculum development)	3,000
Industry Instructor - Helios Laser Printer Corporation (200 hours over 1 year)	10,000
Clerical (one-half time)	7,000
Equipment:	
2 IBM-PCs	
6 Helios laser printers	
6 computer printers (other brands and models)	
6 MagiCard printer interfaces	
Electronics lab equipment	
Hand tools for repairwork	28,000
Books and instructional aids	8,000
Supplies	5,000
Travel	1,000
Miscellaneous	500
Total budget	$92,500

Time Line: Project will begin June 1, 1986

Curriculum development - first quarter

Program in place and operating - second, third, and fourth quarters

Program evaluation - ongoing, to be completed by end of the fourth quarter to make program a permanent part of the vocational offerings at Anytown Prison.

Means of Program Evaluation:

Pre- and posttesting of students at beginning and close of each quarter.

Development of program and evaluation will be assisted by a voluntary program advisory committee from local industries in which the students are expected to seek employment.

Follow-up will be conducted on an ongoing basis of students who complete the training and seek employment as computer equipment repairpersons upon release from Anytown Prison.

APPENDIX C

U.S. DEPARTMENT OF EDUCATION
REGIONAL OFFICES

U.S. DEPARTMENT OF EDUCATION REGIONAL OFFICES

Region I:

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Room 542 MS 526
McCormack Post Office and Court House
Boston, MA 02109
(617) 223-7500

Region II:

New York, New Jersey, Puerto Rico, Virgin Islands

Room 3954
26 Federal Plaza
New York, NY 10278
(212) 264-7005

Region III:

Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Room 16350
3535 Market Street
Philadelphia, PA 19101
(215) 596-1001

Region IV:

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Suite 2221
101 Marietta Tower
Atlanta, GA 31323
(404) 221-2502

Region V:

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

16th Floor
300 South Wacker Drive
Chicago, IL 60606
(312) 353-5215

Region VI:

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Room 1460
1200 Main Tower
Dallas, TX 75202
(214) 767-3626

Region VII:

Iowa, Kansas, Missouri, Nebraska

324 East Eleventh Street
9th Floor
Kansas City, MO 64106
(816) 374-2276

Region VIII:

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Room 380 MS 1185
1961 Stout Street
Denver, CO 80294
(303) 837-3544

Region IX:

Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territories of the Pacific Islands

Room 205
50 United Nations Plaza
San Francisco, CA 94102
(415) 556-4920

Region X:

Alaska, Idaho, Oregon, Washington

1st Floor MS 108
2901 Third Avenue
Seattle, WA 92121
(206) 442-0460

APPENDIX D

STATE DIRECTORS OF VOCATIONAL EDUCATION

STATE DIRECTORS OF VOCATIONAL EDUCATION (1986)

Name and Address	Phone Number
ALABAMA	
Dr. Robber T. Carter State Director Division of Vocational Education 887 State Office Building Montgomery, Alabama 36130	(205) 261-5198
ALASKA	
Mr. Garland D. While Career/Vocational Education Administrator State Department of Education Alaska Office Building, Pouch F Juneau, Alaska 99811	(907) 465-2980
ARIZONA	
Mr. John T. Lunge State Director of Vocational Education 1535 West Jefferson Phoenix, Arizona 85007	(602) 255-5343
ARKANSAS	
Dr. J. Barry Ballard Director for Vocational, Technical, and Adult Education 406 State Education Building West Capitol Mall Little Rock, Arkansas 72201	(501) 371-2165
CALIFORNIA	
Mr. Jim Allison State Director Vocational and Continuing Education P.O. Box 944272 Sacramento, California 94244-2720	(916) 445-3314

CM

Mr. Joseph Jetnil
Acting Director of Vocational Education
Lower Base Tanapag
Saipan, CM 96950

COLORADO

Mrs. Dorothy Horrell (303) 866-3071
State Director
State Board for Community Colleges
and Occupational Education
1313 Sherman Street
Denver, Colorado 80203

CONNECTICUT

Mr. Angelo J. Tedesco (203) 566-4868
Associate Commissioner/Director
Division of Vocational and Adult
Education
P.O. Box 2219
Hartford, Connecticut 06115

DELAWARE

Mr. Thomas M. Welch (302) 736-4638
State Director of Vocational Education
P.O. Box 1402
Dover, Delaware 19901

DISTRICT OF COLUMBIA

Dr. Otho E. Jones (202) 724-4184
Division of Career and Continuing
Education
415 12th Street, N.W., Room 904
Washington, D.C. 20004

FLORIDA

Mr. Joe D. Mills (904) 488-8961
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State Department of Education
Knott Building
Tallahassee, Florida 32399

GEORGIA

Mr. William P. Johnson (404) 656-6711
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Office of Vocational Education
1766 Twin Towers East
Atlanta, Georgia 30334

GUAM

Mr. Peter R. Nelson (671) 734-4311
State Director
Guam Community College
P.O. Box 23069
Guam Main Facility
Guam 96921

HAWAII

Dr. Lawrence Inaba (808) 948-7461
State Director for Vocational Education
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, Hawaii 96822

IDAHO

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650 West State Street
Boise, Idaho 83720

ILLINOIS

Mr. James R. Galloway (217) 782-4627
Assistant State Superintendent
Department of Adult, Vocational,
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100 North First Street
Springfield, Illinois 62777

INDIANA

Ms. Geneva Fletcher (317) 232-1814
Executive Director/State Director of
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17 West Market Street, Room 401
Indianapolis, Indiana 46204

IOWA

Mr. James D. Athen (515) 281-4702
Director of Career Education
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

KANSAS

Mr. Dean M. Prochaska (913) 296-3951
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120 East Tenth Street
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Education Building, Station 23
Augusta, Maine 04333

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Saipan, Mariana Islands 96950

MARYLAND

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Baltimore, Maryland 21201

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1385 Hancock Street
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MICHIGAN

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P.O. Box 30009
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400 West King Street
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1500 West Seventh Avenue
Stillwater, Oklahoma 74074

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